



Dear Parent/Carer

Please see below this week's updates from our school.

Big Welcome

I would like to start by saying how honoured I am to be the Head of Hodgson and to be writing my first Head's update. A big **welcome back** to all our students who are returning to us after summer and a special welcome to our Year 7 students who joined us last Friday for the very first time. On Monday morning we were very excited to see all of our students and look forward to a fantastic year filled with fun, participation and hard work. I am very pleased to say that students have returned to Hodgson looking very smart and ready to learn. The single lunchtime has been a huge success and I want to praise the students for their patience as we have all adapted to this.

New staff

I am delighted to introduce the new members of staff joining our team and the Hodgson family this year. They are:

- Claire Burton - Second in Technology
- Kate Casey – HR Administration Officer
- Nicola Corsby – Teacher of Science
- Kate Hamilton – Teacher of Science
- Sarah Heslin – Head of History
- Denise Hoban – Teacher of MFL
- Robert Long – Teacher of Geography
- Sarah Mackay - Head of Music
- Kasota Maher – Receptionist
- Kranthi Tadikonda – Teacher of Computer Science

Co-Curricular and Trip offer.

We are very pleased to say that the fantastic co-curricular offer for students will be continuing this year and Mr Ingham will be sharing the overview with parents this weekend. We will be running a large number of clubs and activities during lunch and after school this term. These activities range from chess to yoga to craft clubs and many more. Please encourage your children to sign up and get involved to make the most of their Hodgson Experience. If they are unsure or need some help to do this, then contact your child's form tutor who will be happy to help. Mr Webb will also be sharing an overview of the Trips we currently have planned for this academic year as well.





Parent Information Evenings

Many thanks to all the Year 7 parents/carers who attended the Year 7 information evening last night. There is another parent information evening on **Thursday 12th of September** which is at **17:00-18:00 for Year 10** and from **18:15-19:30 for Year 11**. Miss Buckley has sent out further information regarding this evening earlier in the week. I would encourage you to attend with your child on this evening, with students in full uniform. There will be opportunity to buy revision guides on the evening.

Open Evening

Our open evening will take place on **Thursday 26th of September from 16:00-19:30**. More information will follow in the coming weeks so if you know any parents who would like to come and look round then please spread the word.

Our Expectations

I would like to take this opportunity to ask for your support in reinforcing our expectations with our students.

- We **do not allow** students to use their **mobile phones** during the school day at all. This includes if they are ill or involved in a behaviour incident. If a student needs to contact their parent or carer, then they may do so using the phones in our general office.
- Other than a single **small stud** in each ear lobe, students should not be wearing any other item of jewellery. If a student is repeatedly asked to remove an item of jewellery, this will be placed in a clear bag, labelled, and kept in reception for them to collect at the end of the week.
- Students should wear minimal makeup, with no false eyelashes, nails, or fake tan. We ask for your support in ensuring that students do not arrive to school, not complying for this, as it results in unnecessary conflict, as we will challenge it when it is not followed.

Two-week timetable

We have now moved to a true two-week timetable for all students. Next week (w.c. 09.09.24) is **week B**. Please remind your child to look at the correct timetable, so that they can arrive to school with the correct equipment and resources for that day. We will also reinforce this message in school.

Curriculum newsletter

Please see below the curriculum newsletters for this half-term for all year groups.



Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Place value and ordering integers and decimals: Students will use number lines and other mathematical diagrams to develop their understanding of place value, to be able to compare the magnitude of numbers. • Fraction, decimal and percentage equivalence: Students will represent fractions, decimals and percentages on number lines and use to compare equivalent numbers. • Homework: Sparx will be set weekly throughout this half term, with the exception of written homework set on weeks 3 and 6. • Assessments: w/c 2nd September – Sparx baseline w/c 7th October - Place value and ordering Numbers and Fractions, decimals and Percentage Equivalence.
English	<p>Students will study the following:</p> <p>The Art of the Storyteller</p> <ul style="list-style-type: none"> • Students will learn how to craft a short story that hooks the reader and includes vivid description of a character and the setting. • Students will read a series of short stories to inspire their own writing and will learn about story structure, characterisation and using SOAPAIMS techniques for description. These can be found on page 109 of the student planner if you wish to test your child at home. <p>Homework: Students should use Bedrock complete one vocabulary lesson and one grammar lesson per week, achieving a minimum of 20 points. This homework starts the week commencing Monday 30th September.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Safety and Investigations: Students will learn how to conduct a scientific investigation and build disciplinary knowledge by learning the essential aspects of the knowledge, methods, processes and uses of science. Students will learn to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students will learn about best practice within a laboratory setting and then go on to complete a full scientific investigation. • Matter & Separation: The Matter and Separation topic builds on prior knowledge of the particle model, introducing atoms, elements, and compounds. Students explore the periodic table and its simplicity and complexity. They learn about gas particles' movement through Brownian motion and diffusion, applying this understanding to real-world applications like gas pressure. They also explore solubility, solubility saturation, and supersaturated solutions. Students also explore mixtures and new separation techniques like crystallisation, chromatography, and distillation. <p>Homework: Students will complete a fortnightly homework consisting of an 'Activation' activity relating to the 'can define' terminology, an 'Application' task relating to the 'students know' part of the curriculum and a 'Super Scientist' task which will be cross curricular to stretch the students beyond their science curriculum. This homework starts the week commencing Monday 16th September.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • An Introduction to German and Germany <p>Students will study the phonics and key verbs to begin study of the language. They will also study different areas in Germany to explore a new culture. Assessment will be in next half term.</p>
Communication Studies	<p>Students will study the following:</p> <p>Have Your Say!</p> <ul style="list-style-type: none"> • Students will be introduced to a variety of engaging current issues which they will debate and discuss each week such as artificial intelligence and racism in sport.

	<ul style="list-style-type: none"> They will learn how to listen actively and use our oracy 'Talk Tactics' to participate fully in a group discussion by using the skills of instigate, build, challenge, clarify, probe and summarise. These skills and their associated sentence starters can be found on page 107 of the new student planners so that students can use these across the curriculum and beyond.
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> How important is our local environment? Students will be introduced to the idea of "local space" and will look at the regional area of the North West of England. Here they will start by looking at Beacon Fell as a small scale ecosystem, they will look at the human uses of the Fell and how it is being sustainably managed. They will then move onto Blackpool, look at the history of the town and how it falls into the Butler Model of tourism and what the future holds for the area.
History	<p>Students will study the following:</p> <p>Why was the Roman Empire so successful?</p> <p>Students will learn about the location and size of the Roman empire and will investigate how the Empire was able to grow significantly and acquire its wealth. Lessons will explore what life was like for a variety of diverse peoples and evaluate the importance of the reasons for the fall of the empire.</p> <p>Summative Assessment: Definitions of historical terms, knowledge retrieval, description, identifying similarities and differences</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>What do we mean by religion?</p> <ul style="list-style-type: none"> Who am I? Exploring: What is your prior knowledge of religion? (Education, parents, church, community, faith) How do you see yourself? - How are you influenced? - Nonreligious influences / guidance - How have you been influenced in the past? What do you know about religion? – Exploring: What is religion/ faith? Can you be religious without action? - What does it mean to be religious? - How do we learn about religion? Who is a Christian? Exploring: Church history – Overview of Jesus to the reformation, including origins of the canon. (Importance of St Paul) – The relevance and origin of Christian Symbols Who is a Muslim? Exploring: Key terms and facts on Islam; Prophet, scripture etc... -Symbols and place of worship and place of pilgrimage - challenging misconceptions on the Islamic faith and culture How do we recognise other religions? Exploring: Hinduism, Judaism, Buddhism, Sikhism; looking at: -Founders and origin – Symbols, place of worship, place of pilgrimage and Holy Scripture.
PSHE	<p>Students will study the following:</p> <ul style="list-style-type: none"> Celebrating Diversity & Equality: including Identity, Nature vs nurture, The Equality Act, Breaking down stereotypes (gender and age), Multicultural Britain, Prejudice and discrimination and challenging Islamophobia.
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> All girls will be on Netball and Rugby (being delivered with Fylde Rugby) All boys will be on Rugby. <p>Boys require a gum shield and boots.</p>
Design and Technology	<p>In Half Term 1 students will be completing a baseline project where they will learn the basic skills and knowledge that they will need and build upon throughout the whole of key stage 3.</p> <p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> Basic sketching skills – 2D and 3D sketching Product Analysis – How to analyse a product and the introduction to key terminology (Aesthetics, Function, Target Market, Modifications)

	<p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Hygiene and health and safety in the kitchen environment • Students will prepare and cook a practical dish <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Health and safety in the workshop • Tools and equipment – names and functions • Students will produce a practical outcome (keyring) using workshop tools and equipment • Basic CAD (Computer Aided Design) skills using Techsoft 2D Design
Art Textiles	<p>Students will study the following:</p> <p>Formal Elements Project, students will study the formal elements of Art and how artists have used these in their work; the half term tasks include -</p> <ul style="list-style-type: none"> • Line • Tone • Shape & Form • Texture • How to analyse Artwork.
Music	<p>In Music, students will study the following:</p> <p>Singing and The Elements of Music</p> <ul style="list-style-type: none"> • Singing in a round • Melody and Harmony • The Elements of Music • Composing a piece of music based on sunrise
Computing	<p>Students will study the following:</p> <p>Digital Literacy (E-safety, Cyberbullying, Digital Resilience) and Basic Presentation Skills (Word).</p> <ul style="list-style-type: none"> • Students will explore essential digital literacy skills by focusing on online safety. • Cyberbullying awareness and prevention and building digital resilience. • Additionally, they will develop fundamental presentation skills using Microsoft Word, learning to plan, structure, and design effective and engaging presentations. <p>National Curriculum Reference:</p> <ul style="list-style-type: none"> • ICT curriculum guidelines on E-safety and digital literacy. • Effective communication and presentation skills. <p>Why this?</p> <ul style="list-style-type: none"> • To ensure students understand the importance of online safety and are equipped to handle digital interactions responsibly. • To develop students' technical and presentation skills early, which are crucial for their academic and personal growth. <p>Why now?</p> <ul style="list-style-type: none"> • The beginning of KS3 is an ideal time to introduce these fundamental skills, setting a foundation for more advanced digital literacy and communication skills throughout their schooling. <p>Assessments:</p> <ul style="list-style-type: none"> • Practical assessments on creating a safe online profile. • Understanding and creating their own digital footprint. • Creation and presentation of a project on their digital literacy using Microsoft Word.

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Ratio and scale: Students will be able to express ratio in multiple forms including 1:n, compare ratios with related fractions and solve proportional problems. • Multiplicative change: Students will be able to solve basic direct proportion problems, exploring the relationship between similar shapes as well as work with scale diagrams and maps. In this unit, students will also explore how conversion graphs work. • Multiplying and dividing fractions: Students will be able to work with the multiplication and division of unit fractions and where the numerator is greater than 1. This will also include mixed numbers and improper fractions. • Homework: Sparx will be set weekly throughout this half term, with the exception of written homework set on weeks 3 and 6. • Assessments w/c 7th October - Ratio and Scale and Multiplicative Change.
English	<p>Students will study the following:</p> <p>The Social Outsider</p> <ul style="list-style-type: none"> • Frankenstein the play: Students will be able to recognise the features of a playscript and will contribute to reading and performing the play in class. • English Literature: Students will be able to analyse how language and structure are used by the writer, as well as learning the conventions of the gothic genre. • English Language: Students will be able to write their own gothic setting description. • Context: Students will learn what marginalisation is and will be able to recognise it in a text and the wider world. <p>Homework: Students should complete at least 20 points each week on Bedrock Learning by completing vocabulary and grammar lessons.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Working Scientifically: Students will continue to refine their knowledge of the scientific method by looking in detail at how to present and process data from an experiment. Students will explore ideas associated with errors in scientific investigation, how errors can be minimised or eliminated and how scientists account for errors when processing and presenting their data both in tabular and graphical forms. • Waves: Students will begin their study of the concept of waves which they will finish in the next half term. Students will learn the fundamental difference between a wave and a particle. Students will then go on to study the two main forms of waves before looking in detail at sound waves, how they are interpreted by the ear and applications of sound waves. <p>Homework: Students will complete a fortnightly homework consisting of an 'Activation' activity relating to the 'can define' terminology, an 'Application' task relating to the 'students know' part of the curriculum and a 'Super Scientist' task which will be cross curricular to stretch the students beyond their science curriculum.</p> <p>Assessment: Summative assessment to take place WC: 30.09.2024</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Introduction to France and French: Students will study the phonics and key verbs to begin study of the language. They will also study different areas in France to explore a new culture. • Grammar: Students will learn how to ask and answer questions and extend sentences using connectives. <p>Homework: Mode A homework will be set on Linguascope three times throughout the half term.</p> <p>Assessment will be in the next half term.</p>

German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Free-time: Students will study music, food and sports. They will recall and develop how to give opinions, as well as developing their answers in past and future tense. <p>Homework: Mode A –students complete the assignments on Seneca.</p> <p>Assessment will be in the next half term.</p>
Communication Studies	<p>Students will study the following:</p> <p>‘Let’s Get Philosophical’- Students will engage with a range of philosophical questions that challenge them to think deeply about the world around us.</p> <ul style="list-style-type: none"> • What is philosophy? • What is free will? • How should we treat animals? • What is happiness? • What is humour? • Does life exist beyond Earth? • Is a world without war possible? <p>No homework will be set for this subject.</p>
Geography	<p>Students will study the following:</p> <ul style="list-style-type: none"> • ‘Should Antarctica be protected?’ • In this topic we look at the region of Antarctica, students will learn- The location, biodiversity, human use and threats facing Antarctica. • The students will end by looking at the sustainable management strategies which are in place to protect Antarctica. <p>Assessment: ‘Should Antarctica be protected’ end of use assessment, in the last two weeks of term.</p>
History	<p>Students will study the following:</p> <p>Why did the English execute their King?</p> <p>Students will learn about several factors that contributed to the outbreak of the English Civil War. They will explore how some English people chose a side to support or fight for. Using sources, students will examine what life was like during the Civil War and focus on the events of some specific battles. The significance of the trial and execution of Charles will be investigated in addition to life after Charles.</p> <p>Assessment: Students will plan and create an assessed academic poster which will enable them to organise and demonstrate their learning.</p>
Religion, Ethics and Philosophy	<p>Students will study the following:</p> <p>How does scripture guide life?</p> <ul style="list-style-type: none"> • How do Muslims learn about akhlaq? Exploring: -What is akhlaq (morality and character), looking how the Qur’an and Hadith is a guide to shaping character and behaviour, how Muslim leaders use the holy text to guide communities. • How does the covenant impact Jewish lives? Exploring: - What is a covenant? the revelation of the covenant, how Jewish lives reflect the covenant (for the different denominations), the three different covenants. • Do religions all have the same basic rules? Exploring: the 10 commandments, the Buddhist 5 precepts, the 5 pillars of Islam, the universal use of the Golden Rule in and out of religion, what would life look like without rules? • Why does the world need justice? Exploring: What is fairness and justice? how do Christians promote justice? how do Hindus promote justice? God as fair and just, non-religious ideas of justice and democracy, karma, and consequences to actions. <p>Homework: Revise and reflect for our end of unit assessment.</p> <p>The Golden rule - Write a short story when of a situation when someone used the Golden Rule.</p>
PSHE	<p>Students will study the following:</p> <p>Rights and Equality theme:</p>

	<ul style="list-style-type: none"> • The Equality Act • LGBT rights across the world • ableism and disability discrimination • gender and equality • racism and removing barriers
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Girls Group 1: • <i>Netball</i>. Students will be learning about two feet landing (footwork), one handed catches, shooting, defensive and attacking play and the rules of the game. • Girls Group 2: • <i>Gymnastics</i>. Students will be learning about different paired balances, group balances, vaulting, apparatus work, and analysis of performance. • Boys Group 1: • <i>Football</i>. Students will be learning how to control the ball, short and long passing, tackling, attacking and defending positioning and awareness of team strategies. • Boys Group 2 • <i>Badminton</i>. Students will be learning forehand and backhand shot, smash shot, net shot, combination of shots and tactics and strategies. <p>Homework: Students are encouraged to take part in an extra-curricular club.</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Product Analysis: Students will understand the importance of looking at existing products and analyse existing mood lights working out how they were made, what the product does and what features could be used in a new design. • Design Specification: Students will understand the importance of writing a design specification and will be able to write their own specification for their mood light, outlining a list of criteria that their completed mood light needs to meet. • Design Ideas: Students will create a series of freehand sketches of design ideas that meet the design brief. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • Special Diets: Students will achieve an understanding of why some people may need to follow a special diet and the importance of adapting food choices to meet individual health requirements and preferences. • Practical - Vegetarian Chilli and Chicken Tikka Masala <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • 3D CAD: Students will learn the basics of a 3D CAD program (OnShape) to design and make a 3D Printed book holder. <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets.</p> <p>Homework Materials assignment.</p>
Art	<p>Students will study the following:</p> <p>Plant Project</p> <p>Students will develop the skills and knowledge learnt in Year 7 by completing the following:</p> <ul style="list-style-type: none"> • Tonal grid drawing based on the artist Karl Blossfeld, • Colour Theory, • Painting based on the artist Georgia O'Keeffe, • Analysing the work of Artists.

	<ul style="list-style-type: none"> Annotating their artwork.
Music and Performing Arts	<p>In Music, students will study the following:</p> <ul style="list-style-type: none"> Topic: Blues, Jazz, Rock n Roll Listening/ Appraising: 1920-1950 Music. Identify instruments, rhythm, musical features Understanding: Origin and context of blues music. Slavery, notational reading, treble/bass clef, improvisation notes. Development of the blues. Lyric writing. Performing: 12 bar blues, Jazz, Dixieland, Big Band and Swing, Rock n roll, Improvisation, walking bassline, instrumental technique and singing. <p>In Performing Arts, students will study the following:</p> <ul style="list-style-type: none"> Topic: Musical Theatre Grease Skills- Development of physical and vocal skills, responding to direction and reviewing skills. Understanding -key characteristics of the rock and roll style of dance and naturalistic acting techniques. Historical understanding of the 1950s culture and the storyline/characters in Grease. Performing- Small groups scripted acting performance, whole class production company performance including singing and dancing. <p>Homework</p> <ul style="list-style-type: none"> A-Microsoft forms Quiz on physical skills, vocal performance skills and their knowledge of Grease. B-Learning Lines, choreography, or lyrics for their group performance.
Computing	<p>Students will study the following:</p> <p>E-Safety: Digital Reputation and Online Risks with Graphic Design.</p> <ul style="list-style-type: none"> Students will learn about the importance of maintaining a positive digital reputation and understanding online risks, such as digital footprints, responsible information and photo sharing, and online grooming. They will also develop critical thinking skills to evaluate trustworthy and untrustworthy content online. Using PowerPoint, students will create mood boards, visualisation diagrams, and mind maps to enhance their understanding and presentation skills. <p>By combining e-safety education with graphic design projects, students will develop a comprehensive understanding of how to navigate the digital world safely and responsibly while enhancing their presentation and design skills.</p> <p>National Curriculum Reference:</p> <ul style="list-style-type: none"> ICT curriculum: E-safety and digital literacy. Personal safety and responsible behaviour online. Visualisation and design principles. <p>Why this?</p> <ul style="list-style-type: none"> Educating students on e-safety is crucial in today's digital age to ensure they can navigate the internet safely and responsibly. Combining e-safety with graphic design skills helps reinforce their learning through creative and practical applications. <p>Why now?</p> <ul style="list-style-type: none"> Early exposure to e-safety principles helps students develop safe online habits from a young age. Integrating graphic design skills enhances their ability to communicate and present ideas effectively.

	Homework / Assessment:
--	-------------------------------

- Quizzes on key e-safety concepts and terminology.
- Practical assignments creating mood boards, visualisation diagrams, and mind maps in PowerPoint.
- Projects demonstrating understanding of digital reputation and online risks.

Subject	Overview
Maths	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Straight line graphs: Students will investigate the key components of straight-line graphs; the y- intercept and gradient, including real life graphs. • Forming and solving equations: Students will be able to solve linear equations and inequalities. They will be able to form equations to then go on and solve. Using this knowledge and understanding students will be able to substitute known values into formulae and rearrange. • Testing conjectures: Students will be able to use their mathematical knowledge to prove by counter example if a statement is true, false or sometimes true. • Homework: Sparx will be set weekly throughout this half term, with the exception of written homework set on weeks 3 and 6. • Assessments w/c 30th September - Straight line graphs and Forming and solving equations.
English	<p>Students will study the following:</p> <p>Humanity Vs Themselves</p> <ul style="list-style-type: none"> • William Golding's novel 'Lord of the Flies' with a focus on the inner conflict within all humans. • Human beings as transgressive in poetry and song. • The evolution of transgression in humanity. • Freud's iceberg theory and theory of mind. • Nature vs nurture- serial killers. • The social and cultural significance of masks. • Mob mentality and deindividuation. • The psychopath test. • Letter writing. • Blog writing. • Homework: Students will complete weekly Tassomai goals. • Assessment: Students will be assessed in week 6 on their ability to explore ideas about human nature in the novel using the 'What/ How/ Why' approach of analysis.
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Cell Biology: This unit aims to give students an overview of cells: the basic building blocks which make up all living things. This unit covers the differences between eukaryotic and prokaryotic cells, and how specialised cells are adapted to their functions. The use of microscopes to study cells is explored from a historical viewpoint and as a practical activity. Cell differentiation, how this is controlled at a genetic level and the practical uses in terms of stem cells are also covered, as well as the cell cycle and mitosis. This unit includes a required practical activity. • Digestion & Respiration: In this topic students will learn about the human digestive system, the respiratory system that provides it with oxygen and removes carbon dioxide and the role of the human heart. This unit allows students to understand the hierarchical organisation of the digestive system, the roles of enzymes, enzyme action and the effect of high temperature and extremes of pH on enzymes. Students will learn the main structures of the human heart and their functions. They will explore problems that can develop in the blood vessels, their treatments, how the heartbeat is maintained by the pacemaker, and why some people may have problems with their heart and need an artificial pacemaker or artificial heart. Students will study breathing and gas exchange, the main structures of the gas exchange system along with their functions. This unit includes a required practical activity. <p>Homework: Students will complete weekly Seneca quizzes assigned by their class teacher.</p>
German	<p>Students will study the following:</p>

	<ul style="list-style-type: none"> • Food and drink, mental wellbeing: Students will achieve an understanding of vocabulary to describe meals and healthy diet choices. They will also learn how to describe activities promoting positive mental wellbeing. • Grammar: Students will develop 3rd person modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Year 8 study. <p>Homework: Homework will be set on Seneca three times throughout the half term. Summative assessment will be next half term.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Free-time: Students will achieve an understanding of vocabulary to describe technology, sport and film. • Grammar: Students will develop modal verb phrases to add complexity to their writing. They will develop perfect tense and future time frames from Year 8 study. <p>Homework: Homework will be set on Seneca three times throughout the half term. Summative assessment will be next half term.</p>
Geography	<p>Students will study the following: 'Is the world getting smaller?'</p> <ul style="list-style-type: none"> • The primary, secondary, tertiary and quaternary employment structure and how this can have an impact on a country's economy. • Examples of transnational corporations and the impacts they have around the world including Primark, McDonalds and Nike. • Employment law and fair working conditions in Dhaka Bangladesh, 2013.
History	<p>Students will study the following: Why did people vote for the Nazi Party?</p> <p>Students will learn about the peace treaty signed after the first World War and examine how historical cartoons represented the events. Students will evaluate the importance of several factors that contributed to the rise of Hitler and the Nazi party and how Hitler was able to establish a dictatorship. Nazi methods of control (propaganda, censorship and terror) will be evaluated, and students will learn about life under Nazi rule for women, children and workers.</p> <p>Assessment will include the following: knowledge and concept retrieval, descriptive historical writing, making supported inferences and extended writing on interpretations of history.</p>
Religion, Ethics and Philosophy	<p>Students will study the following: What are the different academic approaches to studying religion?</p> <ul style="list-style-type: none"> • Introduction to Philosophy Exploring: What is philosophy about? Different approaches to philosophy, benefits of studying philosophy, the rules of philosophy, the value of thinking. • In Deep water. Exploring: the difficulties involved in making moral decisions, understanding why we do the things we do; Moral duty, consequences, sympathy, conscience. • Can violence ever be justified? Exploring: the use of violence and effective alternatives to violence, differences in violence, is violence ok for protection purposes? Where do we see violence? The impact of the beliefs and acts of Martin Luther King, bringing change without violence. • How can you be certain of anything? Exploring: Doubt and certainty, understanding basic epistemology and Descartes' use of doubt in the quest for certainty. • Does God Exist? Exploring: looking at the arguments which people believe proves that God Exists, William Paley and the intelligent design theory, the cosmological argument, Darwin's theory of evolution and the big bang, the theist evolution theory. • How does studying psychology help us understand religious beliefs in God? Exploring: reasons people believe in God, what is psychology? Who was Sigmund Freud? Sigmund's ideology on religion as wish fulfilment, who was Carl Jung? Whose ideology was more plausible? <p>Homework: Revise and reflect for our end of unit assessment. Create a speech for a non-violent protest about something you feel should change in school.</p>

PSHE	<p>Students will study the following:</p> <p>Body confidence theme:</p> <ul style="list-style-type: none"> • How self-esteem changes through puberty • What is a penis • What is a vulva • Bullying in all its forms • Dealing with grief and loss • Media and airbrushing • Cancer prevention and healthy lifestyles
PE	<p>Students will study the following:</p> <p>Girls set 1: <i>Badminton Officiating.</i> The students will be learning about the rules of singles and doubles, the use of hand signals in a game, develop their communication skills, how to be a line judge, service judge and an umpire and what is included in these roles, also how to correctly record points.</p> <p>Girls set 2: <i>Netball.</i> The students will be developing their skills on advanced marking, becoming aware of team strategies/tactics in both attacking and defending situations including zonal marking. <i>Adapted Sports.</i> The students will be learning about seated volleyball and boccia regarding the different rules and regulations and various skills in each sport.</p> <p>Boys set 1: <i>Football.</i> The students will be learning about a variety of different shooting including the use of a swerve and the use of volleys, heading, advanced marking and awareness of team strategies including set plays and corners. <i>Adapted sports.</i> The students will be learning about seated volleyball and boccia regarding the different rules and regulations and various skills in each sport.</p> <p>Boys set 2: <i>OAA:</i> The students will be learning about a variety of different leadership styles, how to orientate a map, be able to plan the quickest route to take on a variety of courses around school. <i>Football.</i> The students will be learning about a variety of different shooting including the use of a swerve and the use of volleys, heading, advanced marking and awareness of team strategies including set plays and corners.</p>
Music and Performing Arts	<p>In Music, students will study the following:</p> <p>Topic: Styles of 20th Century Music / Rehearsal and Performance Skills</p> <ul style="list-style-type: none"> • Appraising/Listening – Listening to music from each decade and genre • Understanding – Instrumentation, musical aspects of each genre, rehearsal skills • Performing – Performing a song of your choice using acquired rehearsal skills <p>Homework</p> <ul style="list-style-type: none"> • Research of your song and its style, listening to the song to become more familiar with it <p>In Performing Arts, students will study the following:</p> <p>Teechers by John Godber (Epic Theatre)</p> <p>Students will work on developing their acting skills, they will develop more than one character and learning professional repertoire from the play 'Teechers'. Students will work in groups of three learning dialogue and developing their use of acting techniques such as multi-role, direct address, quick paced scenes, colloquial language, humour, and frequent changes of directions.</p> <p>Knowledge–Students will learn about the context of the play being set in the 1980's. They will develop understanding of the characters, plot and the Godber acting techniques. Epic theatre techniques– non naturalistic style of acting, use of multi-role, minimalistic use of props and costumes. Character development including vocal, physical, and blocking, stage directions. Acting skills and techniques.</p>

	<p>Skills-Responding to direction and reviewing skills and techniques. Acting skills including- clarity, articulation, projection, remembering lines/lyrics, pitch, rhythm, tone, tune, breath control, characterisation, facial expression, spatial awareness, and stage presence.</p> <p>Homework</p> <ul style="list-style-type: none"> • Microsoft forms Quiz- reviewing their knowledge of the topic. • Rehearsal of the lines, learning them off by heart ready for their assessment.
Art Textiles	<p>Students will study the following:</p> <p>Self Portrait Project</p> <p>Students will develop the skills and knowledge learnt in Year 7 and Year 8 by completing the following -</p> <ul style="list-style-type: none"> • Observational drawings of facial features, • Analysing the work of Artists. • Annotating their artwork.
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> • Famous Designer Research: Students will gain an understanding of why researching past and present designers and design companies is important. Students will then investigate different designers and design companies analysing and evaluating their work. • Developing a Design Brief: Students will achieve an understanding of what a design brief is and how designers use a brief to give them guidance and focus throughout the design process. • Perspective Drawing: Students will develop their 1-point perspective drawing skills. <p>In the 'Food & Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> • The Science of Food. Students will achieve an understanding of why we cook food and different cooking methods. Students will also learn about the working characteristics and functional properties of ingredients for example why sugar is used as an ingredient for cakes. <p>In the 'Systems' project students will study the following:</p> <ul style="list-style-type: none"> • Movement and Forces: Students will be able to recognise and identify a range of movements and identify the five terms used to describe what type of force can act on a material. • Levers: Students will be able to identify the main parts of a lever and understand how levers use mechanical advantage to make lifting or applying pressure easier. • Linkages: Students will achieve an understanding of how levers can be joined together to form linkages. They will then be able to identify how linkages can change the direction of motion and the amount of force. • <p>Assessment – Ongoing summative assessment on designing and making skills in project booklets.</p> <p>Homework Materials assignment</p>
Computing	<p>Students will study the following:</p> <p>E-Safety: Power of Media and Thinking Critically</p> <ul style="list-style-type: none"> • Students will delve into the complexities of e-safety by exploring the impact of digital footprints, responsible information sharing, and online grooming. • They will learn to think critically about trustworthy versus untrustworthy online content, understanding how media can influence decision-making through propaganda and hidden agendas. • Using PowerPoint, students will create mood boards, visualisation diagrams, and mind maps to enhance their understanding and presentation skills.

By exploring e-safety and media literacy through practical tasks and critical thinking exercises, students will develop essential skills for navigating the digital world safely, responsibly, and knowledgeably, preparing them for future challenges and opportunities in an increasingly digital society.

National Curriculum References:

- E-safety, digital literacy, and critical evaluation of online content.
- Media literacy, propaganda, and responsible digital citizenship.

Why this?

- Understanding e-safety and critical media literacy is crucial for navigating the digital world safely and responsibly.
- Encourages students to develop critical thinking skills to evaluate online content and media influence.

Why now?

- Addressing these topics early in Year 9 helps establish safe online habits and media literacy skills from a young age.
- Integrating creative tasks like mood boards and diagrams enhances learning through practical application.

Homework/ Assessments:

- Quizzes on key e-safety concepts, media influence, and critical evaluation skills.
- Practical assignments creating mood boards, visualisation diagrams, and mind maps.
- Project demonstrating understanding of e-safety and media literacy through presentations.

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Congruency, Similarity and Enlargement: Building on their experience of enlargement and similarity in previous years, this unit extends students' experiences and looks more formally at dealing with topics such as similar triangles. Parallel line angle rules are revisited to support establishment of similarity. Congruency is introduced through considering what information is needed to produce a unique triangle. Higher level content extends enlargement to explore negative scale factors, and also looks at establishing that a pair of triangles are congruent through formal proof. • Trigonometry: Trigonometry is introduced as a special case of similarity within right-angled triangles. Emphasis is placed throughout on linking the trig functions to ratios, rather than just functions. This key topic is introduced early in Year 10 to allow regular revisiting e.g. when looking at bearings. Calculation with trigonometry is covered now and graphical representation is covered in Year 11. • Homework: Sparx will be set weekly throughout this half term, with the exception of written homework set on weeks 3 and 6. • Assessments w/c 7th October – Congruency, Similarity and Enlargement and Trigonometry.
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 5 lessons a fortnight exploring the themes, character and plot in A Christmas Carol by Charles Dickens. They will also start to develop their essay planning and writing skills • 3 lessons a fortnight will be focused on developing their skills in exploring a range of creative writing and developing their own creative writing in line with GCSE English Language Paper 1. <p>Assessment</p> <ul style="list-style-type: none"> • Week 3: Analysis of Scrooge at the beginning of Stave 1 • Week 6: Language Paper 1 Q4 <p>Homework: Weekly Seneca tasks and teacher directed tasks.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Plant Biology- Students will continue to explore the functions of plants. They will the structural adaptations to their functions, and they transport substances into, around and out of a plant. Biological rates of reaction- This topic explores enzyme molecules and their activity in temperature and pH changes. Students learn about the effects of temperature, light intensity, carbon dioxide concentration, and chlorophyll on photosynthesis rate. • Chemistry: Triple - Energy changes- Students learn that chemical reactions involve energy changes. They learn to draw energy profile diagram and interpret these to identify reactions as exothermic or endothermic. Students go on to investigate the variables that affect temperature changes. Combined- Structure and Bonding, Macromolecules. Students will continue to learn about how atoms chemically combined to make different structure types. Students will also be introduced to the idea of macromolecules, which are giant structures such as diamond and graphite. • Physics: Newtons Law- This topic introduces students to the methods for measuring motion (speed, velocity and acceleration) before combining these with Newton's 3 Laws of Motion to show how forces change the state of motion and how momentum can be used to analyse motion and collisions. <p>Homework: Students will complete quizzes on Seneca assigned by their class teacher.</p>
German	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Family and relationships: Students will achieve an understanding of vocabulary to describe family members, pets and relationships. They will also learn how to give positive and negative opinions with justifications.

	<ul style="list-style-type: none"> • Grammar: Students will revise and develop word order with different sentence starters. They will develop perfect tense and future time frames from Year 9 study. • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>Summative assessment will be next half term and will be Writing and Translation.</p>
Geography	<p>Students will study the following:</p> <p>The UK changing landscapes- River landscapes and processes</p> <ul style="list-style-type: none"> • Key idea: A variety of physical processes interact to shape coastal landscapes. The physical processes at work on the coast: weathering#, erosion, transportation and deposition. How the UK's weather and climate (seasonality, storm frequency and prevailing winds) affect rates of coastal erosion and retreat, and impact on landforms and landscape. • Key idea: Coastal erosion and deposition create distinctive landforms within the coastal landscape. The role of erosional processes in the development of landforms: headlands and bays, caves, arches, cliffs, stacks, wave cut platforms. The role of depositional processes in the development of landforms: bars, beaches and spits. • Key idea: Human activities can lead to changes in coastal landscapes which affect people and the environment. How human activities (urbanisation, agriculture and industry) have affected landscapes and the effects of coastal recession and flooding on people and the environment. The advantages and disadvantages of different coastal defences used on the coastline of the UK (hard engineering, sea walls, groynes and rip rap and soft engineering, beach nourishment and managed retreat) and how they can lead to change in coastal landscapes • Key idea: Distinctive coastal landscapes are the outcome of the interaction between physical and human processes. The significance of the location of one named distinctive coastal landscape within the UK (discordant, concordant, coastline of deposition, coastal retreat) including how it has been formed and the most influential factors in its change <p>Homework:</p> <ul style="list-style-type: none"> • Mode A- set once every two weeks, this is a mixture between SENCA, extended questions and Podcasts.
History	<p>Students will study the following:</p> <p><u>Section 1: Medieval Medicine 1250-1500</u></p> <p>Hippocrates and Galen: The 4 humours The influence of the Medieval Church Medieval Treatments Case Study: The Black Death Explaining the extent of change (Q4)</p> <p><u>Section 2: Renaissance Medicine 1500-1700</u></p> <p>Anatomy: Vesalius and Harvey Diagnosis: Sydenham Renaissance Treatment Case Study: The Plague Comparing the Black Death and The Plague Q3 Interim Assessment</p> <p><u>Section 3: 18th and 19th Century Medicine 1700-1900</u></p>

	<p>Context of the Industrial Revolution and Jenner's discover of vaccinations</p> <p>Case Study: John Snow & Cholera</p> <p>Pasteur & Germ Theory</p> <p>Koch: Developing Germ Theory</p> <p>Surgery: Lister and Simpson</p>
Religious Studies	<p>Students will study the following:</p> <p>Relationship and families</p> <ul style="list-style-type: none"> • Nature and purpose of marriage: Students should know and understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc. • Cohabitation & Same sex marriage: Students should understand how cohabitation is different to marriage, can understand how religions respond to cohabitation, to know the religious attitudes towards same-sex marriage. • Divorce: Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage. Students should consider arguments put forward against and favour of divorce based upon ethical considerations. • Nature of Families: Students should know and understand the key terms extended family and nuclear family. Students should understand how the nature of families have changed in society and should consider what counts as a family. • Purpose of Families: Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in. • Contemporary family issues: Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy. • The roles of men and women: Students should know and understand religious teachings, beliefs and attitudes about gender roles. This will include how those roles are changing over time as religions re-assess their views. <p>Homework: Revise and reflect for our end of unit assessment</p> <p>Create and design an acrostic poem using key words, beliefs and quotes about the nature of families.</p>
PSHE	<p>Students will study the following:</p> <p>Exploring world issues</p> <ul style="list-style-type: none"> • International organisations- understanding the scope of international organisations, the roles they provide, and the skills required to work in them. • Peace, war and conflict- understanding why conflict occurs and what the impact can be. • Human rights- learning about how human rights can be impacted by war. • Aid and supporting other countries- describe a variety of ways countries can help and support each other and evaluate what support networks are available to those in need. • Striking and trade unions- understanding their existence and purpose and the various reasons for strike. • Women's rights and equality- to explore the changing role of women in the 20th century and its relevance today. • Fair trade and free trade- understanding the difference, to evaluate the pros and cons of both.
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Girls Pathway 1: Badminton Leadership

	<ul style="list-style-type: none"> • Pathway 2: Trampolining and Dance • Boys Pathway 1: Football and Rugby
GCSE PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Components of fitness, Fitness testing and principles of training • Practical: Handball and Badminton. <p>Homework: To complete exam questions on ever learner and attend extra-curricular clubs in their chosen sports.</p>
Sports Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The students will be starting with their R187 assignment where they will be planning and participating in Ghyll Scram. After they have delivered their session, they will evaluate how their session went.
Performing Arts	<p>Students will study the following:</p> <p>Component 2 -Developing Skills and Techniques</p> <p>Students will work on their chosen performance area for component 2. They will focus on developing specific techniques for either dance, acting or musical theatre. As a small group in their chosen discipline area, they will learn a piece of professional repertoire that link to a practice exam brief from Pearson's.</p> <p>Performance of both skills' development exercises 1, 2, and their professional repertoire performance. All practical assessment work will be videoed as practice evidence for component 2. Supporting written work- initial skills audit, SMART targets, and skills development logs 1, 2, and reflection on professional piece 1.</p>
Art	<p>Students will study the following:</p> <p>Art Journal Project - Students will be given a series of themes and media and will independently to create a portfolio of work based on this.</p> <ul style="list-style-type: none"> • Pencil drawing, • Pen drawing, • Watercolour pencil crayon, • Ink, • Oil pastel. <p>Homework – collect images for the different themes, Artist research Project based on either Jose Naranja or Frida Kahlo.</p>
Design and Technology	<p>Students will study the following:</p> <p>Mock NEA – Context Storage</p> <ul style="list-style-type: none"> • Research into iconic designers to inspire storage design ideas. • Analysis of existing product solutions. • Profiling real client. • Creating 2D and 3D design ideas using a range of design strategies both sketching by hand and computer aided design. • Producing a card model of final idea before manufacture. • Theory – Unit 1 PG Online AQA – New and Emerging Technologies: <p>Industry and Enterprise Sustainability & the Environment People, Culture & Society Production Techniques & Systems Informing Design Decisions End of Unit Test</p> <p>Homework</p> <p>Unit 1 revision sheets. Completion of mock NEA research pages - Product Analysis and Client profile.</p>

Computer Science	<p>Students will study the following:</p> <p>Topic Overview</p> <ul style="list-style-type: none"> • Data Representation. • Computer Systems. • Computational thinking. • Basics of programming. <p>This format is structured to provide a clear overview of the curriculum, assessments, and educational rationale for Year 10 Computer Science during the first term.</p> <p>Why this?</p> <ul style="list-style-type: none"> • Establishes the foundation for GCSE Computer Science by introducing core topics that will be built upon in subsequent terms. <p>Why now?</p> <ul style="list-style-type: none"> • Early exposure to essential computational thinking and binary systems prepares students for more complex concepts in later terms. • <p>Homework/ Assessment:</p> <ul style="list-style-type: none"> • End of term test covering binary systems, data representation, and computational thinking. • Formative assessment after the data representation taught. • Weekly problem sets focusing on binary conversions and simple algorithms. • Enrichment projects on creating flowcharts and simple programming tasks.
Business Studies	<p>Students will study the following:</p> <p>1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 2.1 Role of marketing 3.1 Role of HR 5.1 Role of finance function 5.2 Sources of finance</p> <p>Assessment: Data Responses will take place under exam conditions during lesson time.</p> <p>Homework: SENECA / Past exam questions.</p>
Enterprise	<p>Students will study the following:</p> <p>Component 1: Exploring Enterprise</p> <p>Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.</p> <p>Learning outcome A: Understand how and why enterprises and entrepreneurs are successful</p> <p>A1 Size and features of SMEs A2 Markets, sectors, models and industries in which enterprises operate A3 Aims and activities of enterprises A4 Skills and characteristics of entrepreneurs</p> <p>Learning outcome B: Understand customer needs and competitor behaviour through market research</p> <p>B1 Market research methods B2 Understanding customer needs B3 Understanding competitor behaviour B4 Suitability of market research methods</p>

	<p>Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises</p> <p>C1 PEST (Political, Economic, Social, Technological) analysis</p> <p>C2 SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> <p>Homework: Know it all ninja. SENECA.</p>
Hospitality and Catering	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Health and Safety in hospitality and catering provision • Food Safety • Food Safety Practices – including personal hygiene for food workers. <p>Assessment: Food Hygiene Certificate.</p> <p>Homework: Mode B: Future Chef Competition.</p>
Construction	<p>Students will study the following:</p> <p>Sept- will begin their understanding and practice selected wood working joints and risk assessment. Firstly, they will make their own piece of equipment which will be used regularly during the first official component.</p> <p>Assessment: This assessment will begin Feb 25.</p> <p>Homework is to ensure you fully understand how to construct the required wood joints.</p>
Creative iMedia	<p>Students will study the following:</p> <p>R094 – Visual Identity and Digital Graphics</p> <ul style="list-style-type: none"> • Students will revise some of the content they have been taught about how to plan and create visual identities and digital graphics. They will refresh their use of software (Photoshop/Photopea/Illustrator/Inkscape) in order to be able to carry this out. • Students will design, create, save and export a visual identity and digital graphic product to meet a client brief. This will be their NEA for this unit and is worth 25% of their final grade. <p>Homework: Complete R094 Homework booklets, Topic 1, 2 & 3 to be completed over Term 1.</p>
Health and Social Care	<p>Students will study the following:</p> <p>R033 Task 2A</p> <ul style="list-style-type: none"> • The students are learning about how unexpected and expected life events can affect people's life decisions. • The deadline for Task 2A is 13th October 2023. <p>Homework: To complete exam questions.</p>
Music	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Introduction to the course – information of each unit of study. • Listening and Appraising music. • Start of Composition 1 – looking at composition skills. • Solo performance ideas – listening to students play their instrument.

Subject	Overview
Mathematics	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Gradients and lines: Students will plot straight line from a given equation and find and interpret the equation of a straight line from a variety of situations and given information. Students will look at the equations of perpendicular lines. • Non – linear graphs: Students will develop their knowledge of non – linear graphs, looking at quadratic, cubic and reciprocal graphs so they recognise the different shapes. They will find the roots of quadratics graphically and will revisit this when they look at algebraic methods in Half term 3, along with looking at turning points. Students will look at simple exponential graphs and the equation of a circle. • Using graphs: Students will revisit conversion graphs and reflection in straight lines. Students will also study other real – life graphs, including speed/distance/time, constructing and interpreting these. Students will also look at area under a curve. • Homework: Sparx will be set weekly throughout this half term, with the exception of written homework set on weeks 3 and 6. • Assessments w/c 23rd September – Gradients and Lines. w/c 7th October - Non – linear graphs.
English	<p>Students will study the following:</p> <ul style="list-style-type: none"> • 5 lessons a fortnight studying the Power and Conflict Poetry Anthology. A collection of poems with the main themes of Power and Conflict. Students will study the poems in clusters exploring writer’s ideas and intentions and exploring the poetic methods used by the writer. From this study, students will explore comparisons between the poems within the cluster • 3 lessons developing their transactional writing for section B of Language Paper 2. Students will use these skills to research, write and deliver a presentation as part of the formal NEA Spoken Language component of GCSE English Language. This will be formally assessed and marked by the classroom teacher, and a Pass/Merit/Distinction awarded by the exam board. <p>Assessment:</p> <ul style="list-style-type: none"> • Week 3: Blood Brothers Question • Week 5: Scaffolded Poetry Comparison • Week 6: Speaking and Listening Presentations <p>Homework: Weekly Seneca Assignment and teacher directed revision tasks.</p>
Science	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Biology: Environment: Students learn about human impacts on the environment, including deforestation, pollution, and climate change. They study the importance of sustainability, waste management, and conservation. Key topics include the greenhouse effect, global warming, biodiversity loss, and strategies for reducing negative effects on ecosystems to promote a more sustainable future. Homeostasis- Students learn about the regulation of internal conditions such as blood glucose, body temperature, and water balance. They study the nervous and endocrine systems, negative feedback mechanisms, and the role of hormones • Chemistry: Industrial chemistry- Students learn about factors affecting the rate of reactions, including temperature, concentration, surface area, and catalysts. They explore collision theory, activation energy, and how reaction rates are measured. Practical investigations involve monitoring changes in reactants/products, and students apply these concepts to real-world processes, such as industrial chemical reactions. Organic chemistry - Students learn about organic compounds, focusing on hydrocarbons like alkanes and alkenes. They study reactions, including combustion and explore crude oil refining and fractional distillation.

	<ul style="list-style-type: none"> • Physics: Waves- Students learn about the properties of waves, including amplitude, wavelength, frequency, and speed. They study transverse and longitudinal waves, the electromagnetic spectrum, reflection, refraction, and wave behaviour in different mediums. Circuits - Students learn about electrical circuits, including the components of series and parallel circuits. They study current, voltage, resistance, and how they are measured. Key topics include Ohm's Law, circuit diagrams, calculations of electrical power, and practical applications such as fuses and circuit breakers, along with the safe use of electricity. Forces - Students learn about different types of forces, including gravity, friction, and tension. They study Newton's Laws of motion, balanced and unbalanced forces, and concepts like momentum, acceleration, and terminal velocity. <p>Homework: Students will complete quizzes on Seneca assigned by their class teacher.</p>
French	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Family and relationships: Students will achieve an understanding of vocabulary to describe family members and positive and negative opinions. • Grammar: Students will revise and develop reflexive verbs. They will develop conditional verbs and future time frames to describe relationships. • Homework: Mode A homework will be set on Seneca three times throughout the half term. <p>Students will then begin to study the following:</p> <ul style="list-style-type: none"> • Social issues: Students will achieve an understanding of vocabulary to describe social problems, charity support and how to help. • Grammar: Students will revise and develop 3rd person modal verbs. They will develop perfect tense and future time frames. <p>Homework: Homework will be set on Seneca as well as revision for Reading and Writing Mock exam papers.</p> <p>The Speaking Mock exam will be w/c/ 25th November. Students will need to speak without notes on all three themes.</p>
Geography	<p>Students will study the following:</p> <p>Urban Issues and Challenges: Liverpool and sustainable cities</p> <ul style="list-style-type: none"> • The location and importance of Liverpool. • The impacts of national and international migration on the growth and character of Liverpool. • How urban change has created social and economic opportunities in Liverpool. • How urban change has created challenges such as urban deprivation, inequalities in housing, education, health and employment. • The impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. • How urban transport strategies are used to reduce traffic congestion. • Features of sustainable urban living: water and energy conservation, waste recycling, creating green space (Urban Greening). <p>Homework:</p> <p>Homework is set once a week and this alternates between SENECA, practice exam questions and podcasts as set by the classroom teacher.</p>
History	<p>Students will study the following:</p> <p>Health and the People, c.1000 to present day – Medicine stands still</p> <ul style="list-style-type: none"> • Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. <p>Homework:</p>

	<ul style="list-style-type: none"> • Seneca and practice exam questions. • Historical key words and definitions – Can you think of a key word for every letter of the alphabet to do with our topic? Students create their own glossary with definitions.
GCCSE Religious Studies	<p>Students will study the following:</p> <p>Christianity:</p> <ul style="list-style-type: none"> • Sin and Salvation – How sin can affect your afterlife and how Christians seek atonement. • Christs Role in Salvation – How the crucifixion played a part in human salvation. • End of unit Assessment. <p>Islam:</p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam • The five roots of Usul ad-Din in Shi’a Islam • The Tawhid (the oneness of God)
PSHE	<p>Students will study the following:</p> <p>CEIAG- Careers Education, Information, Advice and Guidance</p> <ul style="list-style-type: none"> • Understanding post-16 options and the changing landscape of 16-18 education including apprenticeships and T-Levels, visitors from Blackpool Sixth and Blackpool and Fylde college and preparation for the Careers Fair and Mock Interviews. • What is a CV and what is it for? • Learning to create a high quality first CV which can be used to secure part-time employment or apprenticeship interviews.
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Girls: Badminton, Volleyball and Football • Boys: Football, Rugby and Handball.
GCSE PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Theory: Mental Preparation (Arousal, Stress Management techniques, direct and indirect aggression and personality types). • Practical: Climbing and Netball. <p>Homework: Students are expected to work on their coursework at home they are finishing part b. They can access this on their google classroom. They will also be given exam questions on everlearner to complete.</p>
Sports Studies	<p>Students will study the following:</p> <ul style="list-style-type: none"> • The students are continuing work on their R187 which is unit Outdoor Adventurous Activities. This is worth 20% of their overall grade. Students are expected to attend intervention sessions. Both lessons are theory.
Performing Arts	<p>Students will study the following:</p> <p>Component 1 Exploring the Performing Arts</p> <p>Students will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create the performance. This half term they will focus on a piece of professional repertoire that is suitable to match the theme given by the exam board. Students will undertake written and some practical tasks-</p> <ol style="list-style-type: none"> 1. Creative intentions- theme, issues, response to stimulus, style/genre, contextual influences, collaboration with other practitioners, influences. 2. Purposes- to educate, to inform, to entertain, to provoke, to challenge viewpoints, to raise awareness or to celebrate. 3. Develop their appreciation and understanding of performance roles in relation to the profession piece-actor, dancers, and singer.

	<p>4. Develop their appreciation of non-performance roles in relation to the professional piece-choreographer, director, producer, writer, costume designer, set and lighting designer or technician etc.</p> <p>5. Skills required by all the different production roles.</p> <p>Homework: Students are to spend at least 1 hour a week on their coursework.</p>
Art	<p>Students will study the following:</p> <p>Students will be given the theme of Nature and will independently decide on what imagery they will create based on this. Students will create a portfolio of work based on the theme of Nature using the following media.</p> <ul style="list-style-type: none"> • Pencil and Graphite, • Pen, • Fine Liner and wash, • Pencil Crayon, • Mixed Media, • Ink. <p>Homework: Collect images based on the theme of Nature; Artist Research project; sketchbook drawing tasks using pencil and pen.</p>
Art Textiles	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework which is due at Easter. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> • Students will continue to develop their idea. • Students will complete the manufacture of their final piece. <p>Homework: Each week students will be expected to spend at least an hour on their NEA.</p>
Design and Technology	<p>Students will study the following:</p> <p>Students will be continuing with their NEA coursework which is due at Easter. In this half term they will be focusing on:</p> <ul style="list-style-type: none"> • Completing their research (Section A) • Writing a design brief and specification (Section B) • Completing initial ideas • Students will then begin developing their idea (Section D) <p>Homework:</p> <p>Seneca assignments revisiting the theory content already covered.</p> <p>Each week students will be expected to spend around an hour on their NEA.</p>
Computer Science	<p>Students will study the following:</p> <p>Topic Overview</p> <ul style="list-style-type: none"> • Data Representation. • Computer Systems. <p>This format is structured to provide a clear overview of the curriculum, assessments, and educational rationale for GCSE during the first term.</p> <p>Why this?</p> <ul style="list-style-type: none"> • Establishes the foundation for GCSE Computer Science by revisiting the core topics that will be strengthen the knowledge already acquired. <p>Why now?</p> <ul style="list-style-type: none"> • Consolidating the knowledge and learning from previous lessons. <p>Homework/ Assessment:</p> <ul style="list-style-type: none"> • End of term test covering binary systems, data representation and computer systems. • Formative assessment after the data representation is revisited.

	<ul style="list-style-type: none"> Weekly problem sets focusing on binary conversions and exam questions.
Business Studies	<p>Students will study the following: Paper 2 Unit 5 Finance In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.</p> <p>5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow</p> <p>Homework: SENECA assignments. Past exam questions based on finance.</p>
Food Preparation & Nutrition	<p>Students will study the following:</p> <ul style="list-style-type: none"> NEA1 (Non-Exam Assessment) The Food Investigation Task Section A – During this half term students will complete their NEA practical assessment making three dishes and accompaniments where appropriate based on the task they have chosen. NEA1 (Non-Exam Assessment) The Food Investigation Task Section B – During this half term students will complete their NEA practical assessment investigating the working characteristics and functional properties of ingredients based on the task they have chosen. NEA1 (Non-Exam Assessment) The Food Investigation Task Section C – Once students have completed their practical investigation, they will complete and analysis and evaluate their findings. <p>**Practical Assessment Dates – Students will complete their practical investigations the week commencing 09/10/2023**</p> <p>Homework: Seneca assignments revisiting the theory content already covered. Each week students will be expected to spend around an hour on their NEA.</p>
Construction	<p>Students will study the following:</p> <ul style="list-style-type: none"> Sept- Continue to develop designing skills for a building, remembering that they must take into consideration the wants / needs of the client. They will be improving drawing techniques both 2D and 3D. This is all in preparation for the second of Three components which they need to complete. This second component will officially begin in Oct 24 and marking will be completed and a sample of work sent to the exam board in Dec.
Health and Social Care	<p>Students will study the following: Unit R032 Topic 1 The rights of service user in health and social care settings</p> <ul style="list-style-type: none"> The students will be learning about the rights of individuals and how they are applied by service providers and the benefits of applying person-centred values. Also, effects on service users' health and well-being if person-centred values are not applied. <p>Homework: to complete exam questions for their exam in May.</p>
Statistics	<p>Students will study the following:</p> <ul style="list-style-type: none"> Learning key vocabulary. Understanding the cycles of a statistical investigation. Collecting Data. Processing and Representing Data.
Music	<p>Students will study the following:</p> <ul style="list-style-type: none"> Discussion regarding what coursework has been completed last year Listening and Appraising music – set works knowledge Composition skills – possible recordings

- | | |
|--|--|
| | <ul style="list-style-type: none">• Solo and Ensemble performances – possible recordings |
|--|--|